

THE INVOLVEMENT OF TEACHERS IN TEACHER
SELECTION IN IOWA SCHOOLS

A Thesis
Presented to
The School of Education
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

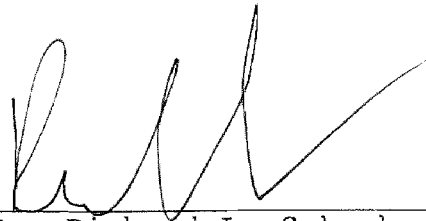
by
Bruce C. Amendt
August 1992

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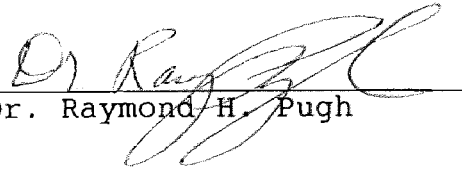
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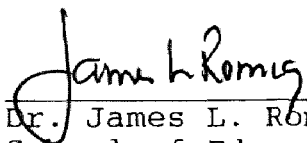
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An abstract of a thesis by
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August 1992
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The problem. This study gathers data on the utilization of teachers in the screening, interviewing, and hiring process. This study also measures the differences between administrator and teacher perceptions on the importance of teacher involvement.

Procedure. Surveys were mailed to 27 Iowa schools which indicated that teachers were involved in the hiring process. Twenty schools returned useable data. A two-tailed t-test for nonpaired data was utilized to determine the significance or response between administrators and teachers.

Findings. Significant differences between the groups were found in the perceptions of the importance of teacher involvement. This study suggests that while administrators and teachers highly value teacher involvement in the process, teachers rate their involvement much more highly than do administrators.

Conclusions. Teachers and administrators alike believe that teacher involvement in the screening, interviewing, and selection process is important. School personnel who currently use teacher involvement believe it improves the selection process.

Recommendations. (a) School districts should continue to use teachers in the hiring process; (b) Further research is needed to determine the effectiveness of teachers who are hired by teacher involvement; (c) Further research is needed to determine if teachers have adequate training in the screening, interviewing, and selection process.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. IDENTIFICATION OF THE PROBLEM	1
Statement of Hypotheses	3
Definition of Terms	3
Limitation of the Study	5
II. REVIEW OF THE LITERATURE	7
Selection Process	7
Interviews	23
Additional Screening Techniques	32
Employment Decisions	37
Summary	37
III. DESIGN OF THE STUDY	41
Procedures	42
Data Analysis	46
IV. FINDINGS	48
Introduction	48
Descriptive Data Analysis	48
Inferential Statistics	56
Summary	67

Chapter	Page
V. SUMMARY AND CONCLUSION	70
Introduction	70
Summary of Findings	70
Discussion	73
Recommendations	76
Summary	79
REFERENCES	80
APPENDIXES	
A. TELEPHONE SCREENING FORM	84
B. APPLICATION SCREENING FORM	85
C. INTERVIEW SCREENING FORM	86
D. LETTER TO ADMINISTRATORS	87
E. LETTER TO TEACHERS	88
F. TEACHER SURVEY INSTRUMENT	89
G. SCREENING FACTORS BY STANDARD SCORE	94
H. INTERVIEW FACTORS BY STANDARD SCORE	96
I. IMPORTANT PROCESS PERCEPTIONS	98
J. AVERAGE RATINGS FOR SCREENING AND INTERVIEWING	100

LIST OF TABLES

Table	Page
1. Most Important Factors in Screening Teacher Applicants Identified by Administrators and Teachers	49
2. Most Important Factors in Interviewing Teacher Applicants Identified by Administrators and Teachers	52
3. Most Highly Rated Perceptions about the Screening, Interviewing, and Selecting Teacher Applicants Identified by Administrators and Teachers	55
4. Administrators' and Teachers' Mean Ratings for Factors Identified in the Screening Process	58
5. Administrators' and Teachers' Mean Ratings for Factors Identified in the Interviewing Process	59
6. Teacher Ratings and Standard Deviations of Important Perceptions about the Teacher Screening, Interviewing, and Selection Process	62
7. Administrator Ratings and Standard Deviations of Important Perceptions about the Teacher Screening, Interviewing, and Selection Process	64
8. Administrators' and Teachers' Mean Ratings for Important Perceptions Identified in the Screening, Interviewing, and Selection Process	66

Chapter I

IDENTIFICATION OF THE PROBLEM

The school's mission is to educate children, therefore few decisions can be more important than the hiring of the best staff to teach. In order to select the best individual for a position there must be an organized and structured decision making process in place. This decision making process needs to be designed to locate, recruit, select, and hire the best qualified applicant.

School administrators make numerous hiring decisions each year that will affect their school district for years to come. Some school administrators utilize teachers in the screening and interviewing process. It is their belief that teacher involvement enhances the screening process and teachers believe their input is a valuable asset. This study was designed to investigate the screening and interviewing practices of Iowa administrators who utilize teacher input in this decision making process. A survey was used to gather data on the screening and interviewing of teachers in Iowa schools in order to describe current practices in this area of educational

administration. The major research questions to be addressed were:

1. What characteristics in teacher applicants do administrators and teachers look for when selecting applicants for interviews for teaching vacancies?
2. What characteristics during the interview process do administrators and teachers look for when conducting teacher interviews?
3. Do teachers involved in the selection process believe their input is valuable and that their input is utilized by the administrator in the selection of candidates?
4. Do administrators utilizing teacher input believe that it is valuable and aids in the selection of the best candidates for interviews?
5. Are there differences in the perceptions of teachers and administrators in the importance of teacher involvement in the selection process?

The five questions above are the basis for this research project and also the basis for the following research hypotheses.

Statement of Hypotheses

1. There is no difference between teacher qualities and skills for which administrators and teachers look when screening and interviewing candidates.
2. Teachers do not believe their involvement in the screening and interviewing of teachers is valuable and improves the selection process.
3. Administrators do not believe that teacher involvement in the screening and interviewing of teachers is valuable and improves the selection process.
4. There is no difference between the perceptions of teachers and administrators in the importance of teacher involvement in the screening and interviewing process.

Definition of Terms

Since educational terms are often technical in nature, the terms relevant to this research are defined below.

Credentials. This is a packet of materials completed by the placement office of a college or university. Credentials typically contain biographical

information, lists of courses, honors, activities, and letters of recommendation.

Transcript. A transcript is a record of all the classes taken by an individual and the grades attained. The transcript also lists the GPA (Grade Point Average) of the student.

Open File. This is a credential file that is open to the applicant. The applicant can see and read what is in an open file. This means the applicant knows what is in his/her letters of recommendation that are part of the credentials.

Closed File. This is a credential file that is not open to the applicant to view. The applicant does not have specific information as to what is in the letters of recommendation.

Screening. This is a process of reviewing all written application material for the purpose of selecting those to be interviewed.

Structured Interview. An interview in which all applicants are asked the same questions. The interview is similar if not identical for all applicants.

Unstructured Interview. An interview process which does not utilize a formalized patterned process. An interview which is unstructured may be just an informal visit with each applicant.

Elementary Principal. A principal whose primary responsibility is for grades kindergarten through sixth grad.

Secondary Principal. A principal whose primary responsibility is for grades seven through twelve.

Central Office Administrator. A superintendent, assistant superintendent, personnel director, curriculum coordinator, or special education coordinator.

Limitation of the Study

The limitations of this study in part were determined by the return response rate of the survey instrument. Generalization of results was dependent upon receiving adequate numbers of returned surveys.

In order to ensure a high response rate, the study focused on specific districts known to utilize teacher involvement in the screening and interviewing of teacher candidates.

An additional limitation may be the accuracy of response of each individual filling out the survey. Data may be affected by individuals filling out data on the mail survey incorrectly.

In order to ensure accurate data from each district, multiple surveys were sent to each district. All administrators and three to five teachers from each district who had participated in the screening and interviewing process were asked to respond.

Since the research project was intended to survey the current screening and interviewing practices of selected Iowa school administrators who utilize teacher input, the resulting conclusions may only be generalizable to Iowa school districts and administrators.

Chapter II

REVIEW OF THE LITERATURE

Selection Process

As state in Chapter I of this research, the school's mission is to educate children, therefore, few decisions can be more important than the hiring of the best staff to teach the children. In order to select the best individual for a position there must be an organized and structured decision making process in place. This decision making process needs to be designed to locate, recruit, select, and hire the best qualified applicant.

Wise, Darling-Hammond, and Berry (1987) and Bolton (1973) state that unless selection procedures are well organized and executed, school districts will not attract the number and type of applicants desired. This could lead to the hiring of ineffective teachers.

Before discussing and considering the various steps in the recruitment and selection process one should be cautioned against assuming that the use of a particular selection procedure in and of itself prevents the hiring of ineffective teachers. Castetter (1981) points out that the findings suggest that:

1. One needs to consider that the selection process is subject to considerable internal and external influences.

2. Although modern techniques can predict an applicant's suitability, they cannot eliminate the possibility of selection error.

3. Unsatisfactory results are frequently due to misapplication of screening techniques. All too often personnel are chosen on the basis of emotions and bias.

4. The decision to select a teacher is based on human judgement.

5. Selection of personnel and recruitment function independently of each other.

The first step that is suggested by a number of sources (Bolton, 1973; Castetter, 1981; Dunn & Dunn, 1977; Fawcett, 1979; Jensen, 1987; Wise et al., 1987) is to plan for the recruitment and selection process. Proper planning will help clarify the vacancies to be filled and to determine the human characteristics needed to fill them, thus minimizing uncertainty in the selection process.

Bolton (1973) suggests that the selection process consists of several separate but interrelated activities:

1. Determine the specific need of the district in terms of the number of vacancies and the nature of the vacancies
2. Determine the appropriate standards for teacher performance for each position
3. Recruit desirable applicants for the positions
4. Collect, process, and describe data accurately on each applicant
5. Predict the behavior of each applicant in the position being applied for
6. Compare the predicted behavior with the desired standards of teacher performance in order to judge the degree to which each standard would be satisfied
7. Make the decision to select and place the best applicant
8. Establish control over the entire process by analyzing possible sources of error.

Determine Need and Quality Standards

In determining the needs for additional personnel, Fawcett (1979) suggests that the planning process should facilitate the recruiting activities by providing the following information:

1. The tasks to be assigned
2. The maximum desirable skill to be displayed
3. The minimum skill level acceptable for beginning the assignment
4. The time constraints for developing skills not possessed at the time of employment
5. The interaction skills needed for student leadership and collegial cooperation
6. The level and use of knowledge required for the assignment.

Bolton (1973) further states that, because of the complex and changing nature of each teaching position, developing an accurate and detailed position analysis for each position aids in the selection of the best teacher. The position analysis should describe the nature of the position, including such characteristics as goals, expectations, and required teacher behaviors. Additionally, the nature of the students and the characteristics needed to complement and match those of other staff members should be described.

The position analysis, according to Castetter (1981), should add clarity to the process of staff selection. Each individual should know what is

expected of them and where to go if there is a need for information.

Recruitment

Research by Dunn and Dunn (1977) suggests that recruitment should take several facets. First, let staff and faculty know of vacancies; often, they will know of good teachers. In addition, staff members who become recruiting partners will make every effort to locate future colleagues who will be a credit to the school. Conversely, good teachers are not likely to recommend mediocre, inferior, or problem teachers because of an increased sense of personal responsibility and the negative reactions that their poor suggestions would generate. Finally, the sense of trust bestowed on staff recruiters will build professionalism and responsibility.

A second source for recruitment suggested by Fawcett (1979) might well be the placement offices of teacher preparation institutions, teacher associations, and administrator organizations. It is important to develop a partnership with placement offices to facilitate the recruitment of fine new teachers.

Third, direct newspaper advertisement may recruit teachers in an effective manner. In states such as Iowa with only one major newspaper it does prove to be an efficient method of recruiting new teachers. According to Hatcher (1988), advertisements should reflect the core values of the school district by defining explicitly the district's philosophy and mission.

Finally, voluntary application for a position is a source of applicants that should not be overlooked. Individuals have many reasons for applying to specific schools. For example, community amenities may appeal to some, a district's location, or even a district's reputation may motivate an individual to apply for a teaching position with a given district (Fawcett, 1979).

One should treat these applicants as valuable resources because if they should be hired they will be motivated to work in a location they sought. This source of supply should be handled with prompt acknowledgement of the application and full response concerning vacancies.

Recommendations for improving the recruitment process vary from researcher to researcher.

Recommendations by Jensen (1987) and Shelton (1989) include:

1. Develop policies and budgets. There should be school board policies in place which state that there is a goal to hire the best qualified teacher.

Resources should be allocated to provide for aggressive recruitment.

2. Recruiters should be selected carefully. A recruiter gives the applicants their first impression of the school district.

3. Year-round recruitment should be utilized. Some districts find it effective to recruit throughout the school year. Extensive record keeping is necessary if a district is to track each applicant throughout the year. This year-round approach will enable a district to recruit fall, winter, or summer graduates.

4. "Sell" the district and the area to potential applicants. A recruiter can utilize a variety of techniques to sell the school including displays, advertisements, brochures, and personal contacts. An aggressive approach will enable a district to recruit applicants from varied backgrounds which enriches student experiences.

5. Small districts might combine recruitment efforts to attract applicants. Pooling of resources from several districts in an area may attract a larger pool of applicants that are interested in teaching in the area.

6. The district should publish its desire to hire quality staff. A district's public statement that it is seeking highly qualified staff may entice a higher caliber of applicants.

Jensen (1987) suggests that utilizing the six steps listed above will improve a district's applicant pool.

Additional recruitment enticements suggested by Matthes and Carlson (1985) include:

1. Paying expenses for the applicant to visit the district
2. Demonstrating a willingness to hire husband and wife teams
3. Providing assistance in locating housing
4. Providing an aggressive fringe benefits package including health, dental, vision, retirement, and disability insurance
5. Stressing the positive attributes of the school district and the community.

It is further suggested that there should be tight coupling between the recruitment, screening, interviewing, and final hiring processes. This requires effective planning to estimate vacancies and determine hiring needs. Such factors as age of staff, program requirements, retirement policies, and historical turnover rates should be considered before and during the recruitment process.

Secondly, there is a critical need for communication between building principals and central office administrators. This will help ensure sufficient quantities of applicants for each position.

Thirdly, it is suggested that there should be effective communication between recruiters and principals. This will enable the district to give prompt courteous responses to all applicants (Wise et al., 1987).

As the research suggests, recruitment of quality applicants is a key step in locating and hiring quality staff. While numerous and various methods and techniques are suggested by research, it remains the responsibility of each school district to utilize the techniques and methods that best meet its need.

Written Application Materials

The next step of the selection process is the collection of data on each of the applicants. Collection of key information on each applicant is necessary if one is to make critical decisions about which applicants are to be interviewed and eventually hired.

Bolton (1973) states that the selection process is based on the collection of data on the applicants. Without a systematic means for collecting and analyzing information, the differences between candidates are less apparent and precise. Without data, the selection decision becomes one of chance.

There are multiple sources for the information needed. The main sources of applicant data are letters of application, resumes, application forms, recommendations, college placement materials, certificates and licenses, interviews, paper and pencil tests, and actual performance assessments.

The primary function of the application blank according to Castetter (1981) is to obtain information in order to establish an identity for the applicant. It is also designed to help make tentative inferences about that applicant's suitability for employment in

the specific position for which he/she is being considered.

It is probably true that there are superfluous items on the majority of application blanks. The validity of each item, the completeness of information elicited for the interviewer, and its effectiveness in transmitting needed information to members of the selection team are criteria to be considered if every item on the application blank is to be of worth in the selection process. Ideally, the items on the application form should be valid predictors of success or failure in position performance.

According to Goldstein (1986), care must be exercised to ensure against asking illegal questions on the application form. The key question to ask when examining an application form for unpermissible inquiries is whether the inquiry is job related.

Five general categories of "inquiries" which should be avoided are:

1. Marital status and family situation
2. Personal history disconnected from requirements of the job
3. Activities in non-educational associations
4. Irrelevant information and data

5. Race, religion, organizational membership, and national origin

Goldstein (1986) believes that proper questions placed in proper contexts on an application form can assist mightily in assessing an applicant's prospective value to a school system. For example, requiring a complete listing of previous employment allows an applicant to present background and experience other than teaching that could be a definite asset to the school system. It also permits hiring authorities to spot changes in jobs every year or two without substantial reasons. If there are questions requiring short essay answers, the hiring officer has a sampling of the applicant's thinking and writing skills (or lack of them).

Of course, if a district wants a fuller measure of an applicant's communication skills, it can require a writing sample to accompany the application form.

Credentials and References

Credentials are a method of verifying one's legal and personal fitness to perform services for a school district. According to Goldstein (1986), credentials usually include the following:

1. Official transcripts of all graduate and undergraduate work completed with earned grades
2. Letters of reference from people who know the applicant's ability, qualifications, scholarship, and dependability as a worker
3. Resumes when required
4. Written verification of teaching experience from previous places of employment
5. A copy of the teaching certificate, complete with endorsements, for all subject areas for which an applicant is licensed

Gathering all credential material needed for an application is a tedious but necessary task. While not fail-proof, these documents serve as a school district's initial safeguard for keeping the wrong people from being employed.

Hughes and Ubben (1980) state that in analyzing the references and applications one needs to keep in mind that applicants are presenting themselves in the best manner possible, often minimizing weakness.

Gerwin (1974) suggests that one must learn to read between the lines and ask such questions as:

1. How comprehensive is the document?
2. Who wrote it?
3. What are the writer's qualifications?
4. Are there any discrepancies or missing data?

Frequently, references are opinion based rather than criterion based and some data may be relevant while other data is not.

One then needs to be able to screen applicants to select the appropriate individual for the position. Dunn and Dunn (1977) state that to effectively accomplish this task an administrator needs to use focused criteria for screening applicants.

One model set of criteria and screening questions follows:

1. Determine the knowledge of content to be taught
2. Determine the ability to teach
3. Determine the individual's ability to team with staff and administration.

Goldstein (1986) states that even with screening questions in place it has become increasingly difficult for prospective employers to distinguish the qualities of one applicant from another because all too often letters of recommendation gush with praise and

platitudes. Also, the "sunshine" laws and other "freedom of information" laws allow credentials and references to be open to the applicant. Applicants may choose to have a closed file by requesting that their college or university placement office keep the file closed to them. The applicant must request this and typically the credential packet states if the file is closed or open on its cover page.

Dunn and Dunn (1977) suggest that as a possible solution to the concern of getting accurate facts, and to aid in the screening process, one should make judicious use of the telephone for selection of candidates for interviews. Additionally, telephone checks of finalists following the interview helps provide additional data on the candidates. (See Appendix A for telephone recommendation screening form.)

The telephone check saves time, reduces ambiguity because of the two-way conversation, amplifies incomplete or unfavorable data, and often is the easiest and quickest way to get accurate information from a supervisor. The supervisor is asked about an applicant's strong and weak points, how well he/she

performed on the job, why he/she left or is leaving the current position, and what work habits are like.

In reviewing the screening process to this point one needs to recall that in the screening of applicants one needs to consider all data received, the letter of application, credentials, letters of recommendation, and transcripts.

The screener or screening committee's task then is to analyze all the data using the district's criteria for selection in filtering out the best applicants. A method of weighted screening may prove to be useful at this point. A sample of weighted screening devices designed by Jinks (1985) may be seen in Appendix B of this paper. These screening devices are designed to collect relevant data for the screening process as suggested by research. A weighted scale from 1 (low) to 5 (high) is utilized. The rater rates each applicant's file and data in terms of their stated qualifications, thus arriving at a numerical rating for each applicant.

Raters may jointly rate each applicant, or may rate each applicant separately and later compare and analyze their lists of finalists to be called in for interviews. The latter allows for an informal analysis

of the reliability of the screening criteria following the selection of finalists.

Questions to ask would include:

1. Were all raters consistent in the use of the screening criteria?
2. Were the same applicants selected by all raters?
3. Did the screening criteria differentiate between the applicants?

Interviews

Castetter (1981) and Khamis (1986) state that the interview remains one of the most important selection tools for securing information and impressions about applicants. Despite its limitations, the interview can yield data and observations about the applicant that other methods are incapable of providing.

The interview is the best point in the selection process to integrate information from all sources about the applicant. In addition, the interviewer can assess personal characteristics of the applicant that cannot be gleaned from other sources. These include personal appearance, mannerisms, attitudes, interests, and other relevant considerations.

The selection interview serves three major purposes: (a) securing sufficient information from the applicant that, when integrated with other information, will enhance the possibility of making the correct choice among applicants; (b) providing applicants with information needed to accept or reject the position if offered; and (c) creating a favorable impression about the organization and the environment in which the work will be performed.

Bolton (1973) suggests the following general guidelines to be used in interviewing. One should attempt to put the applicant at ease while never displaying disapproval at an applicant's response. Additionally, one needs to keep the interview focused on the desired areas while probing for desired details. Finally, one should allow time for the applicant to gather data and information about the position and the school district.

Shelton (1989) states that by showing true interest in all interviewed applicants the district's reputation is enhanced. Irregardless of who is hired, all applicants should leave the interview with positive feelings toward the school district. The district's reputation should be enhanced through the interview

process if all applicants are treated with genuine interest.

A plethora of research suggests that the patterned or structured interview provides a basis for comparing applicant responses and puts the interview on a systematic basis. In this type of interview all applicants are asked the same questions and responses may be recorded in written or taped form (Armstrong, 1988; Jensen, 1986; Jinks, 1985; Khamis, 1986; Saville, 1986; Wise et al., 1987).

Armstrong (1988) states that to be effective a structured interview needs to utilize specific probing questions. One should force applicants to tell how they have performed in the past.

Armstrong (1988) and Goldstein (1986) suggest that one utilize several similar questions with each applicant to gain insights into an applicant's knowledge and background. Below are several sample questions which were modified and adapted from Armstrong (1988) and Goldstein (1986).

1. Please describe a lesson plan during your teaching (or student teaching) career that went extremely well and provided a positive student outcome.

Please highlight your role as a teacher in this student success.

2. Tell me about a time when you helped a student achieve success. Again, be specific in your role as a teacher in the process.

3. Tell me about a time when a student taught you something. What was your reaction? What was your response to the students?

4. A second-grade student chronically fails to do assignments in the prescribed manner. Conferences with the parents have not improved the situation. The principal urges you to keep trying. What do you do? Who do you involve? What resources might you tap?

5. Writing files of your new sixth-grade class which their fifth-grade teacher passed on to you are riddled with errors in spelling, punctuation, and grammar. You wonder how much mechanics your students learned during fifth grade. Early daily work, tests, and quizzes confirm the lack of adequate skill development. What do you do? Do you modify your sixth-grade curriculum or do you teach the traditional sixth-grade content? With whom would you consult?

6. Tell me about a situation involving either a student or a co-worker that you realize now you

probably mishandled. What would you change? What did you learn from that interaction?

Utilizing this level of questioning allows an interviewer to ascertain the applicant's ability to analyze a problem, order relevant aspects of a problem, explain a set of conditions, and solve or salvage a situation.

Goldstein (1986) further believes that additional questions about specific content knowledge of what should be taught and when it should be taught are appropriate. Several examples of questions follow:

- * Explain the sequence one would use to introduce, reinforce and evaluate students' writing of expository prose in the upper elementary grades.
- * What do you regard as minimal competence in knowledge of physical geography for students about to complete the sixth grade?
- * How would you explain the concept of inflation, interest rates, and national debt to sixth-grade students at a level that they understand and that is meaningful for their own futures?
- * Teaching method courses often advocate "conceptual" learning. What is a concept and how does one teach it? Give an example from a lesson in history. (p. 24)

With this line of questioning one will gain some indications of the applicant's grasp of specific content knowledge and methods.

At the secondary level, questioning is likely to be very content specific for the areas which the

applicant is licensed to teach. At the secondary level mastery of the subject matter should be a priority.

Jensen (1987) and Wise et al. (1987) state that the chance of selecting the right applicant is further enhanced by utilizing a team approach in the structured interview. Having applicants proceed through a group interview or a series of interviews adds reliability to the selection process. The use of selection teams can increase the reliability of interviews by combining the judgements of individuals.

Utilizing teachers on the interview team will allow data to be gathered from another perspective. Teacher will analyze information from the teachers' perspective.

Members of the interview team are not, however, immune to the influences of personal bias. Teams must ask themselves in what way even their collective choices may be influenced by an attraction to applicants with similar attitudes or abilities.

Due to this personal bias factor, it is suggested that districts select interviewers who have the following qualities or attributes:

1. Alertness to cues

2. Ability to make fine distinctions and perceive accurately all information
3. Ability to make immediate and accurate records
4. Willingness to use criteria established by the school district
5. Ability to suppress bias.

A method to screen interview applicants could again be the use of weighted criteria screening instruments. The raters would rate each applicant in various areas such as content strengths and weaknesses, communication, curriculum skill, attitude, classroom management techniques, and other criteria deemed appropriate by the school district.

A sample screening device may be seen in Appendix C. This device was constructed to aid in the screening of applicants through a structured interview process. As with other screening devices, each rater should fill out the device on their own and then compare and analyze the results. This process will allow for analyzing the reliability of the screening process and the screening device.

A major pitfall to the unstructured interview process is that first impressions, appearances,

nonverbal behavior, and conversational skills highly influence the selection process.

Additionally, it is stated that interviewers may arrive at their decision to hire or reject an applicant within the first five minutes of the interview (Jensen, 1986).

According to Haimann and Hilger (1977) one needs to be conscious of potential pitfalls in the interview and selection process. Individuals are susceptible to the error of being too lenient in evaluating a candidate and hearing negative information. Secondly, one may base the overall impression on favorable characteristics and overlook information. This error is called the halo effect. Thirdly, one may compare the candidate with current staff members which may inadvertently lead to conformity of staff. Finally, one may attempt to hire a candidate whose qualifications exceed the need. These errors may lead to the selection and hiring of an incorrect and ineffective individual.

Additional concerns in regard to the structured interview process are suggested by Wise et al. (1987). Although interview instruments enhance the reliability of the selection process by allowing administrators and

teachers to compare applicants for the same position according to how well they performed on a standardized instrument, and although structured interview instruments pose hypothetical questions for the applicants, their validity is limited for at least three reasons.

First, despite administrative faith in interview instruments, their relationship to teaching performance is largely unknown. At times, there is no effort to gather information on the reliability, predictive validity, and standard error of measurements.

Second, by design the instrument may eliminate applicants who are well qualified and may be effective teachers. This is because these instruments may systematically discriminate against applicants who are cognitively orientated. Cognitive related answers may not be scored positively when compared with student centered answers.

Third, Wise et al. (1987) state there is little research evidence that employment interviews add to the predictability of job performance. Despite the lack of supportive evidence for its use, the employment interview is the most widely used of all personnel selection devices.

Additional Screening Techniques

Teacher Observations

Research by Castetter (1981) suggests several strategies to help screen applicants more carefully. First, the possibility of viewing a demonstration lesson affords the screener the opportunity to study teaching skills, the style of instruction, and understanding of the teacher learning process. Observation of teaching requires a systematic approach, including a definition of the purposes of the observation, assignment of observers with proper qualifications for instructional analysis, and use of instruments that facilitate observation, recording, and analysis of the teaching potential of the applicant.

Some obstacles to direct observation include the expense in time and travel of observing personnel who live elsewhere, difficulties in arranging for observation of individuals currently employed, and the numerous problems associated with arranging for members of the selection team to observe the applicant in the actual classroom.

Writing Samples

A writing sample will give insight into an applicant's thinking and written-communication skills. A writing sample serves as a useful screening aid in determining if an applicant possesses the necessary skills to communicate with students, parents, and community members in writing.

By asking for a written response one can gather much information about the applicant. One can gather information by looking for reasonable legibility, logical development, and logical content.

Also, by requiring a writing sample with no notice one can get a measurement of how accurately the applicant can prepare a written response on little notice. This can prove to be an important skill for an applicant to possess as teachers often send home quickly prepared notes (Jinks, 1985).

Psychological Testing

A final method of screening applicants may be the administration of psychological and educational tests. Although psychological tests can supply predictive information not available from other data collection instruments, research indicates that the information

from tests is not universally predictive. Therefore, tests must be locally validated.

It is suggested that requiring applicants to take the National Teachers Examination gives additional information about them. Boyles and Engels (1986) state that while a test score should not automatically eliminate an applicant, it may help screen out applicants who are not knowledgeable in their specific teaching area.

Tests, if used, should be predictive of the potential job success of the applicant. Paper and pencil tests must have a proved relationship to job success, or hiring high scorers only amounts to hiring good test takers.

Teacher Involvement in the Selection Process

Gips and Bredeson (1984) and Maguire (1983) suggest that teacher involvement in personnel selection can be utilized. It is their belief that teacher involvement in the selection process develops a higher sense of professionalism as the process allows for shared decision making with the administration. A team of teachers can cooperatively work with the

administration to screen, interview, and make final recommendations to select new teaching staff.

Maguire (1983) believes that a district can appoint a relatively small committee to screen applications. After the screening process is completed he believes in a team interview of a limited number of applicants.

Shelton (1989) states that in Oregon many districts have begun utilizing teams with teachers and community representatives to interview candidates. This helps provide the candidate with a full view of the school and the community. An additional benefit is that newly hired teachers will receive valuable support from colleagues who helped screen, interview, and select them.

Gips and Bredeson (1984) do conclude that additional study needs to be done on the role of the teacher in the selection of fellow teachers. They note that there is a discrepancy between teachers' desire to be involved in the selection process and actual participation. It was also noted that further research needs to be completed on the differences of the perception of teachers and administrators of the importance of teacher participation. Additionally,

questions remain about the benefits derived from teacher participation in the selection process.

Gips and Bredeson (1984) further state that teachers see indirect benefits to being involved in the selection process which extend beyond the selection of the best candidate. These include an improved sense of teamwork, staff harmony, and improved professionalism between teachers and administrators.

Ingwerson (1990) suggests that school districts need to shift to involve teachers in meaningful decisions. He states that shared decision making can make a difference in the daily lives of school employees and, more importantly, the students. Ingwerson believes that shared decision making results in better decisions being made.

Additionally, other authors (Brandt, 1989; David, 1989; Foster, 1990; Gomez, 1989; McClure, 1988; Payzant, 1989) suggest that shared leadership through school-based management is spreading quickly throughout the country. They suggest that school districts should involve staff in goal setting, budgeting, personnel selection, curriculum decisions, and numerous other decision making areas. They believe that the goal of school-based decision making should be the empowerment

of the school's staff by providing authority and resources to strive to solve educational concerns relevant to their buildings.

Employment Decisions

After all candidates have been screened and a smaller number interviewed, individual decisions must be made regarding who is to be hired. The decision will rest on what is known about the applicant and on judgements about how effectively he/she will perform under known and unknown conditions.

According to Castetter (1981) the final selection of personnel is generally based on the merit principle, which holds that vacancies should be filled by those applicants who best meet the established qualifications. Departure from this concept sooner or later leads to a staff of inferior quality.

Summary

The recruitment and screening of teachers is an extensive time-consuming process. Research indicates that a well-organized systematic process needs to be utilized if one is to be successful in hiring the best applicant. The best applicant for the position is

determined by selecting the applicant who best meets the needs of the district.

The basic premise of the selection process is to organize selection activities and data in such a way that information about applicants can be compared to the teaching requirements.

A well-organized process directs all steps in the selection process and indicates who does what, how and when data is collected, and how and when decisions are made.

It needs to be understood that the accuracy of the hiring depends on the thoroughness of the screening process and the analysis of all data on each applicant.

Through the use of screening summary sheets, practicing administrators can approach the hiring of teachers in a systematic fashion. Use of a team approach will allow for ongoing checks of the system's reliability in screening for the best applicant. Individual administrators should be reminded that any system should be modified to fit their district's needs. Screening criteria should be locally developed to select the type and quality of teacher that is needed for the position.

Research by Gips and Bredeson (1984) indicates a need for additional research into the utilization of teacher input in the selection process. They found a need for additional research on the direct benefits of teacher involvement, the perception of teachers and administrators about the effectiveness of teacher involvement, and the difference between teacher and administrator perceptions about the importance of utilizing teacher involvement in the selection process.

The review of literature reveals much information about the screening and selection of teachers. There was much less literature reviewing and analyzing the role, importance, and involvement of teachers in the screening and interviewing process. Research does indicate that school-based management or teacher empowerment is spreading quickly throughout the United States (Brandt, 1989; David, 1989; Foster, 1990; Gomez, 1989; McClure, 1988; Payzant, 1989). While teachers are becoming more involved in the decision making process there appears to be little research into the impact of teacher involvement in the screening and interviewing process.

In conclusion, additional research needs to be undertaken to determine the extent of teacher

participation in the selection process and the perceptions of both administrators and teachers about the importance of teacher participation.

There is a need for hard data about the effectiveness of shared decision making in the selection process of teachers. As more school districts are moving into site-based management, school administrators need information in regard to utilizing teachers in the selection process. School administrators need to determine and utilize information about shared decision making to effectively use the process to select and hire the best possible teachers.

Chapter III

DESIGN OF THE STUDY

The study was based on a mailed survey to gather data on current screening and interviewing practices in Iowa school districts. The survey was mailed to selected school administrators and teachers in the state of Iowa. These selected administrators and teachers were chosen by their known involvement in teacher participation in the selection of teachers.

The researcher gathered data on screening and interviewing practices to address the following research questions.

1. What characteristics in teacher applicants do administrators and teachers look for when selecting applicants for interviews for teaching vacancies?
2. What characteristics during the interview process do administrators and teachers look for when conducting teacher interviews?
3. Do teachers involved in the selection process believe their input is valuable and that their input is utilized by the administrator in the selection of candidates?

4. Do administrators utilizing teacher input believe that it is valuable and aids in the selection of the best candidates for interviews?
5. Are there differences in the perceptions of teachers and administrators in the importance of teacher involvement in the selection process?

Procedures

The administrators and teachers who were asked to respond were selected through their known involvement in teacher participation in the selection and interview process. Each administrator and three to five teachers from each district were asked to fill out the survey instrument. The administrators were asked to give the survey to three to five teachers who had participated in the screening and interviewing process in the last three years.

The determination of districts utilizing teacher involvement in the selection process began in January 1991 with the researcher contacting area administrators through an informal phone survey to determine their districts' status. Additionally, districts located

within specific areas of Iowa served by educational service providers called an Area Education Agency were contacted through the Area Education Agency's Superintendents meeting to determine if districts were utilizing teacher involvement in the screening and interviewing process. A list of 27 districts utilizing teachers in the screening and interviewing process was compiled. At least two administrators from each district, or a minimum of 54 administrators, were asked to complete the survey instrument. Secondly, a minimum of 81 teachers were asked to complete the survey instrument.

Data was collected through a mailed survey instrument and cover letter to each of the selected schools' administrators. Administrators and teachers responded to the importance of each factor on a five-point Likert scale. The researcher requested that the administrator distribute the teacher surveys to teachers who have participated in the screening and interviewing process. Teachers were asked to return their surveys to their building administrator sealed in an attached envelope within five days. Additionally, at least two administrators were asked to complete the same survey. Each administrator was asked to mail the

completed surveys to the researcher in the provided envelope. The cover letter for administrators may be seen in Appendix D, with a cover letter for the teacher survey in Appendix E. Likewise, the complete survey instrument may be viewed in Appendix F.

The survey focused on four specific areas:

1. Demographic data
2. Section A: Characteristics and variables considered important in the screening of applicants
3. Section B: Characteristics and variables considered important in the interviewing of applicants
4. Section C: Specific perceptions and feelings about the importance and effectiveness of teacher participation in the screening and interviewing process

The survey instrument was piloted through administration to five Drake University graduate students in the Educational Administration Specialist Program in Storm Lake, Iowa. The Drake students are practicing administrators or school board members who possess a current working knowledge of the screening, interviewing, and hiring of teachers. Additionally,

three teachers from the Algona Community School District were asked to complete the form. These teachers were chosen due to their recent involvement in the screening and interviewing process. Input gleaned from the pilot run was utilized in the modification and refinement of the survey instrument prior to its administration to the selected Iowa teachers and administrators.

The results of the pilot were analyzed with final modifications and printing of the survey instrument following.

Personal contact with building administrators prior to the mailing of the survey, as well as a phone followup to any nonrespondents, helped ensure a high response rate.

The survey was mailed to 27 school districts that had indicated the use of teachers in the hiring process in the preliminary survey. This mailing took place during May of 1991 to correspond with the spring hiring process. Completed surveys were returned from a total of 20 districts. Two districts which had initially indicated teacher involvement returned the surveys without filling them out because teachers in fact were

not used in the screening, interviewing, and selection process.

Followup phone calls to nonrespondents were made. These phone calls were used to request the completion of the survey.

A total of 41 administrator surveys and 62 teacher surveys were returned. Of those, several surveys had a number of items that had no response marked.

Data Analysis

Data analysis began with the final return of all survey documents and the researcher made the determination that no additional surveys would be forthcoming.

Initial data analysis consisted of descriptive data analysis. The standard score, mean, and standard deviation for each of the Likert-rated variables was computed. Also computed was the group frequency response for each item and each group, as well as total responses for each rated variable.

The most important factors for screening, interviewing, and hiring as indicated by teachers and administrators was determined. The rank order of these important factors was done through the utilization of

standard score rankings. Listing of these important factors for comparison is done in Chapter IV.

Additionally, the most important perceptions about the screening, interviewing, and hiring process as indicated by teachers and administrators was determined. Again, through the determination of standard scores, a ranking of the importance of these perceptions was completed.

Inferential statistical analysis examined the relationships between teacher and administrator perceptions of important factors. The statistical procedure utilized was the t-test procedure for analysis of the means and discrepancy of means of the teacher and administrator responses in sections A, B, and C. More specifically, a two-tailed t-test for nonpaired data was utilized. T values and significance rating were determined for each item in sections A, B, and C. Special note was made for each factor which was significant at the .05 level.

Chapter IV

FINDINGS

Introduction

This chapter provides an analysis of the data derived from surveys received from individual teachers and administrators in 20 school districts in Iowa. The data will be presented and interpreted in two major sections, with the first emphasizing descriptive statistics and the second inferential statistics. The research questions and hypotheses listed in Chapter I provide the framework for these sections.

Descriptive Data Analysis

Most Important Factors in Screening Applicants

Table 1 in this section reports data about the importance of factors related in screening applicants for teaching positions.

Table 1

Most Important Factors in Screening Teacher Applicants
Identified by Administrators and Teachers

Factors	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Commitment to work	1	0	0	1	0	0
	2	0	0	2	0	0
	3	2	6	3	3	9
	4	13	52	4	15	60
	5	26	130	5	38	190
		41	188(1)		56	259(1)
Letters from principals	1	0	0	1	0	0
	2	2	4	2	3	6
	3	2	6	3	3	9
	4	9	36	4	22	88
	5	28	140	5	29	145
		41	186(2)		57	248(2)
Phone checks references	1	0	0	1	1	1
	2	0	0	2	1	2
	3	2	6	3	10	30
	4	15	60	4	17	68
	5	24	120	5	27	135
		41	186(2)		56	236(5)
Correctness of applica- tion letter	1	0	0	1	0	0
	2	1	2	2	0	0
	3	1	3	3	8	24
	4	18	71	4	16	64
	5	21	105	5	32	160
		41	182(4)		56	248(2)
Content of resume	1	0	0	1	0	0
	2	2	4	2	0	0
	3	5	15	3	2	6
	4	21	84	4	25	100
	5	13	65	5	28	140
		41	168(6)		55	246(4)

Table 1 (Continued)

Factors	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Letter from cooperating teacher	1	0	0			
	2	1	2			
	3	12	36			
	4	10	40			
	5	18	90			
		41	168(6)			

Administrators and teachers ranked each factor on a Likert scale with 1 being least important and 5 being most important. Table 1 lists a brief description of each factor and the frequency of each rank 1 to 5. A complete listing of each item is listed in Appendix F on the survey form itself. Section A of the survey pertains to the screening of applicants and asks for response on each factor's importance.

Table 1 shows the five most important factors in screening applicants as rated by teachers and administrators. Teachers and administrators agree that the most important factor in screening applicants is "commitment to work." Additionally, teachers and administrators agree that "letters of reference from principals," "phone checks of references," "correctness

in writing of application letter," and "content of resume" are four important factors in screening applicants. Administrators finished their list with "letters from cooperating teachers."

A complete listing from the survey of all 27 factors in screening applicants arranged by the standard score is included in Appendix G.

Most Important Factors in Interviewing Applicants

Table 2 shows the five most important factors in interviewing teacher applicants as ranked by administrators and teachers. Teachers and administrators agree that "enthusiasm," "use of oral English," "honesty of response," and "friendliness" are the most important factors to consider when interviewing teacher applicants. Administrators also included in their top five "interpersonal skills" (2), while teachers included "student relations" (5) in their top five factors.

Table 2

Most Important Factors in Interviewing TeacherApplicants Identified by Administrators and Teachers

Factors	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Enthusiasm	1	0	0	1	0	0
	2	0	0	2	0	0
	3	0	0	3	1	3
	4	11	44	4	11	44
	5	30	150	5	46	230
		41	194(1)		58	277(2)
Interpersonal skills	1	0	0			
	2	0	0			
	3	0	0			
	4	13	52			
	5	28	140			
		41	192(2)			
Use of oral English	1	0	0	1	0	0
	2	0	0	2	0	0
	3	1	3	3	3	9
	4	15	60	4	15	60
	5	25	125	5	40	200
		41	188(3)		58	269(3)
Honesty of response	1	0	0	1	0	0
	2	0	0	2	0	0
	3	0	0	3	4	12
	4	12	48	4	15	60
	5	28	140	5	42	210
		40	188(3)		61	282(1)
Friendliness	1	0	0	1	0	0
	2	0	0	2	0	0
	3	3	9	3	1	3
	4	14	56	4	19	76
	5	24	120	5	38	190
		41	185(5)		58	269(3)

Table 2 (continued)

Factors	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Student relations				1	0	0
				2	0	0
				3	3	9
				4	20	80
				5	35	175
					58	264 (5)

One administrator additionally added "knowledge of TESA" as important in the interview. Individual teachers added "knowledge of evaluation and assessment," "site-based management," "reason for job change," and "specific subject area certification" as important factors to consider in the interview process.

A complete listing of all 21 factors in interviewing teacher applicants, arranged by the standard score, is included in Appendix H.

Most Important Perceptions About the Selection Process

Table 3 shows the five most highly rated perceptions about the screening, interviewing, and selection process. Teachers and administrators agree that "teacher involvement is valued by teachers,"

"teacher involvement promotes professionalism," and "teacher involvement in interviewing" are important. Administrators complete their top five perceptions' list with "administrators make final hiring decision" (1), and "teacher involvement is valued by administrators" (3).

Teachers completed their top five list with "teacher involvement promotes better applicant selection" (1) and "teacher involvement increases job satisfaction" (5).

Both teachers and administrators rated as their lowest response item, "using teachers in the selection process is tokenism."

A complete list of all 18 factors relating to perceptions about the screening, interviewing, and selection process arranged by standard score is included in Appendix I.

Table 3

Most Highly Rated Perceptions about the Screening,
Interviewing, and Selecting Teacher Applicants
Identified by Administrators and Teachers

Perception	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Administrator makes final decision	1	1	1			
	2	1	2			
	3	4	12			
	4	17	68			
	5	18	90			
		41	173(1)			
Teacher involvement valued by teachers	1	0	0	1	0	0
	2	0	0	2	1	2
	3	5	15	3	9	27
	4	17	108	4	27	108
	5	9	45	5	22	110
		41	168(2)	5	59	247(4)
Teacher involvement valued by adminis- trators	1	1	1			
	2	2	4			
	3	4	12			
	4	20	80			
	5	14	70			
		41	167(3)			
Teacher involvement promotes profession- alism	1	1	1	1	0	0
	2	1	2	2	0	0
	3	5	15	3	10	30
	4	21	84	4	27	108
	5	13	65	5	22	110
		41	167(3)		59	248(3)

Perception	Administrators N = 41			Teachers N = 62		
	Rank	Freq.	Pts.	Rank	Freq.	Pts.
Teacher involvement in interview is important	1	2	2	1	1	1
	2	2	4	2	0	0
	3	7	21	3	5	15
	4	19	76	4	32	128
	5	11	55	5	21	105
		41	153(5)		59	249(2)
Teacher involvement promotes better selections				1	0	0
				2	1	2
				3	10	30
				4	33	132
				5	19	90
					62	254(1)
Teacher involvement increases job satisfaction				1	0	0
				2	1	2
				3	12	36
				4	27	108
				5	19	95
					59	241(5)

Inferential Statistics

This section examines the relationship between teacher and administrator perceptions on important factors in screening, interviewing, and selecting teacher applicants. The statistical procedure utilized was the t-test procedure for analysis of the means of the teacher and administrator responses. A two-tailed t-test for nonpaired data was utilized.

Hypothesis 1: There is no difference between teacher qualities and skills for which administrators and teachers look when screening and interviewing candidates.

This hypothesis was designed to determine if there were significant differences between perceptions of teachers and administrators on important screening and interviewing factors.

Tables 4 and 5 show the means for teacher and administrator responses that indicated the most important factors in screening and interviewing teacher applicants. Additionally, the tables list the probability that the differences between the means did not occur by chance.

Table 4

Administrators' and Teachers' Mean Ratings for Factors
Identified in the Screening Process

Factor Description	Number	Mean	SD	T Value	Signif.
Commitment to work	Adm 41	4.585	.591	-.327	.7445
	Tch 56	4.625	.59		
Letters from principals	Adm 41	4.537	.809	1.118	.2664
	Tch 57	4.351	.813		
Phone check of references	Adm 41	4.537	.596	1.947	.0545
	Tch 56	4.214	.929		
Correctness of application letter	Adm 41	4.439	.673	.072	.943
	Tch 56	4.429	.735		
Content of resume	Adm 41	4.098	.8	-2.678	.009*
	Tch 55	4.473	.573		
Letter from cooperating teacher	Adm 41	4.098	.917	.782	.4362
	Tch 57	3.947	.953		
Letter from fellow teachers	Adm 41	3	1.025	-2.078	.040*
	Tch 55	3.418	.937		
Ability to coach	Adm 41	2.951	.865	2.029	.045*
	Tch 55	2.491	1.245		
Ability to supervise extra-curriculars	Adm 41	3.195	2.655	2.636	.01*
	Tch 55	2.655	1.092		

Note: Adm = Administrator; Tch = Teacher

* Factors significant at the .05 level.

Table 5

Administrators' and Teachers' Mean Ratings for Factors
Identified in the Interviewing Process

Factor Description	Number	Mean	SD	T Value	Signif.
Enthusiasm	Adm 41	4.732	.449	-.475	.636
	Tch 58	4.776	.46		
Interpersonal skills	Adm 41	4.683	.471	.043	.966
	Tch 56	4.679	.508		
Use of oral English	Adm 41	4.585	.547	-.453	.6514
	Tch 58	4.638	.583		
Honesty of response	Adm 40	4.7	.464	.68	.4982
	Tch 61	4.623	.61		
Friendliness	Adm 41	4.512	.637	-1.079	.2833
	Tch 58	4.638	.52		
Student relations	Adm 40	4.475	.599	-.624	.5339
	Tch 58	4.552	.597		
Ability to coach	Adm 41	2.951	.947	2.446	.016*
	Tch 57	2.397	1.213		

Note: Adm = Administrator; Tch = Teacher

* Factors significantly different at the .05 level.

In important factors in screening teacher applicants the null hypothesis was rejected for "letters from fellow teachers," "content of the resume," "ability to coach," and "ability to supervise extracurriculars." Teachers rated the first three

factors higher than administrators with administrators rating the ability to coach and supervise extracurriculars significantly higher than teachers.

A complete listing of administrator and teacher means for important factors in the screening and interviewing process may be found in Appendix J with each factor's rank and standard deviation.

Hypothesis 2: Teachers do not believe their involvement in the screening and interviewing of teachers is valuable and improves the selection process.

This hypothesis was designed to determine if teachers placed significant importance in teacher involvement in the screening, interviewing, and selection process. Additionally, this hypothesis determined if teachers had the perception that the selection process is improved through teacher involvement.

Table 6 lists teacher rating of important perceptions about screening, interviewing, and selection process. Teachers rated their involvement as important. Additionally, teachers rated higher that teacher involvement increased professionalism, promoted

better selections, is valued by teachers, and increased job satisfaction. Teachers strongly believed that their involvement in the process was important.

Hypothesis 3: Administrators do not believe that teacher involvement in the screening and interviewing of teachers is valuable and improves the selection process.

This hypothesis was designed to determine the importance which administrators placed in teacher involvement in the screening, interviewing, and selection process.

Administrators perceived that their final recommendation for hiring was most important. They also believed that teachers valued involvement and that teacher involvement promotes professionalism, is valued by administrators, promotes better teacher selections, and increases teacher job satisfaction.

Table 6

Teacher Ratings and Standard Deviations of Important
Perceptions about the Teacher Screening, Interviewing,
and Selection Process

Perception Description	Mean	Rank	SD
Teacher involvement in interviewing is important	4.22	1	.744
Teacher involvement in selection promotes professionalism	4.203	2	.714
Teacher involvement is valued by teachers	4.172	3	.752
Teacher involvement promotes better teacher selection	4.097	4	.718
Teacher involvement increases teacher job satisfaction	4.085	5	.772
Administrators final hiring recommendation	3.893	6	.928
Teacher involvement in screening is important	3.797	7	1.063
Teacher involvement is valued by administrators	3.552	8	1.079
Administrators consider teacher opinions equally with their own	3.431	9	1.11
Teachers have adequate training for screening and selecting teacher applicants	3.421	10	.999
Teachers should interview applicant without administrators present	3.397	11	1.35
Teachers' final hiring recommendation	3.386	12	.959
Current level of teacher involvement in screening, interviewing, and selection is adequate	3.089	13	1.254
Teachers ask the same number of questions as administrators	3.0	14	1.035
Teachers should interview applicants with administrators present	2.964	15	1.232
Teacher involvement in making phone checks is important	2.603	16	1.138
It is difficult to tell teachers from administrators during the interview	2.574	17	1.191
Using teachers in the selection process is tokenism	2.345	18	1.132

A complete listing of administrator ratings of important perceptions about teacher involvement in the screening, interviewing, and selection process is shown in Table 7. Standard deviations for each mean are also listed.

Hypothesis 4: There is no difference between the perceptions of teachers and administrators in the importance of teacher involvement in the screening and interviewing process.

This hypothesis was designed to determine if there were significant differences between the perceptions of administrators and teachers in the importance of teacher involvement in the screening and interviewing process.

Table 7

Administrator Ratings and Standard Deviations of
Important Perceptions about the Teacher Screening,
Interviewing, and Selection Process

Perception Description	Mean	Rank	SD
Administrators final hiring recommendation	4.22	1	.909
Teacher involvement is valued by teachers	4.098	2	.583
Teacher involvement in selection promotes professionalism	4.073	3	.877
Teacher involvement is valued by administrators	4.073	3	.932
Teacher involvement in interviewing is important	3.854	5	.038
Teacher involvement promotes better teacher selection	3.756	6	.943
Teacher involvement increases teacher job satisfaction	3.756	6	.994
Administrators consider teachers' opinions equally with their own	3.61	8	1.159
Teacher involvement in screening applicants is important	3.268	9	1.265
Teachers should interview applicants without administrators present	3.171	10	1.243
Current level of teacher participation in screening and interviewing is adequate	3.122	11	1.053
Teacher final hiring recommendation	2.976	12	1.193
Teachers should interview with administrators	2.951	13	1.182
Teachers ask same number of questions as administrators	2.842	14	1.027
Teachers have adequate training to screen select teacher applicants	2.732	15	1.184
It is difficult to tell teachers from administrators in the interview	2.615	16	1.138
Teacher involvement in making phone checks is important	2.561	17	.923
Using teachers in the selection process is tokenism	1.825	18	1.01

Table 8 shows the means for both administrator and teacher rating of important perceptions about screening and interviewing. Also listed in Table 8 is the T-value and the probability that the difference between the means did not occur by chance only.

In important perceptions about teacher involvement in the screening, interviewing, and selection process the null hypothesis was rejected for "teacher involvement in screening applicants," "teacher involvement in interviewing," "teacher involvement promotes professionalism," "teacher involvement is valued by administrators," "using teachers is just tokenism," and "teachers have adequate training to screen and select teachers."

While both teachers and administrators rated "teacher involvement in interviewing" highly, teachers rated it much more highly than administrators. The reverse was true for "using teachers in the selection process is tokenism." Both teachers and administrators rated this perception low while administrators rated this perception lower than teachers.

Table 8

Administrators' and Teachers' Mean Ratings for
Important Perceptions Identified in the Screening,
Interviewing, and Selection Process

Factor Description	Number	Mean	SD	T Value	Signif.
Teacher involvement in screening	Adm 41 Tch 59	3.268 3.797	1.265 1.063	-2.259	.026*
Teacher involvement in interviewing	Adm 41 Tch 59	3.854 4.22	1.038 .718	-2.058	.042*
Teacher involvement promotes better selection	Adm 41 Tch 62	3.756 4.097	.943 .718	-2.078	.040*
Teacher involvement is valued by administrators	Adm 41 Tch 58	4.073 3.552	.932 1.079	2.503	.014*
Using teachers is tokenism	Adm 41 Tch 58	1.825 2.345	1.01 1.132	-2.332	.022*
Teachers have adequate training to screen and select	Adm 41 Tch 57	2.732 3.421	1.184 .999	-3.117	.002*
Teacher involvement is valued by teachers	Adm 41 Tch 58	4.098 4.172	.583 .752	-.533	.595
Teacher involvement promotes professionalism	Adm 41 Tch 59	4.073 4.203	.877 .714	-.816	.4164
Administrator final hiring recommendation	Adm 41 Tch 56	4.22 3.893	.909 .928	1.728	.0983

Note: Adm = Administrator; Tch = Teacher

* Factors significantly different at the .05 level.

Administrators rated "teacher involvement is valued by administrators" significantly higher than teachers. While teachers rated "teachers have adequate training to screen and select teachers" much higher than administrators.

Summary

On many factors in the screening, interviewing, and hiring of teachers, administrators and teachers were in agreement as to the factor's importance. While there were four factors with significant differences in the screening process and one factor with a significant difference in the interviewing process, the overall premise of Hypothesis 1 listed below was not rejected. Teachers and administrators do look for many of the same factors when screening and interviewing applicants.

Hypothesis 1: There is no difference between teacher qualities and skills for which administrators and teachers look when screening and interviewing candidates.

The premise of Hypothesis 2 listed below was rejected. Teachers rated the importance of their

involvement in the screening and interviewing process as important.

Hypothesis 2: Teachers do not believe their involvement in the screening and interviewing of teachers is valuable and improves the selection process.

Hypothesis 3 which is listed below was rejected. Administrators rated teacher involvement as being important. Administrators did rate, though, as their highest factor, that the administrator should have the final say in the hiring decision.

Hypothesis 3: Administrators do not believe that teacher involvement in the screening and interviewing of teachers is valuable and improves the selection process.

Of the 18 items dealing with the perceptions of administrators and teachers related to Hypothesis 4, there was a significant difference at the .05 level on one-third of the items. There was a significant difference on the importance of teacher involvement in screening and interviewing of teachers. Additionally, there was a significant difference in the perception of utilizing teachers in the process promoted better

selection and that teacher involvement was valued by administrators.

Due to the significant difference between teacher and administrator perceptions on six of the items, Hypothesis 4 which is listed below is rejected.

Hypothesis 4: There is no difference between the perceptions of teachers and administrators in the importance of teacher involvement in the screening and interviewing process.

A more detailed summary of the finding is located in Chapter V of this study. A discussion of the individual factors that were found to be significantly different is also located in Chapter V.

Chapter V

SUMMARY AND CONCLUSIONS

Introduction

This study was designed to determine the important characteristics in teacher applicants which administrators and teachers look for when screening, interviewing, and selecting teacher applicants. The study investigates the similarities and differences in important factors as identified by administrators and teachers.

Additionally, this study was designed to identify important perceptions held by administrators and teachers about the importance of teacher involvement in the screening, interviewing, and selection process. The study also investigates the similarities and differences of these perceptions between the two groups.

Summary of Findings

The study yielded findings that have important implications for those utilizing or considering utilizing teacher involvement in the screening,

interviewing, and selection of new teachers. Major findings are presented below.

1. "Commitment to work," "letters from principals," "phone check of references," "correctness of application letter," and "content of resume" were five factors identified as important in the screening of teacher applicants by both administrators and teachers. Administrators additionally listed "letters from cooperating teachers" as being important in the screening process. The two groups differed significantly on "content of resume" and "letters of reference from fellow teachers." Teachers rated both areas significantly higher than administrators. Administrators, though, rated "ability to coach" and "ability to supervise extracurriculars" much higher than teachers.

2. "Enthusiasm," "use of oral English," "honesty of response," and "friendliness" were four factors identified as important in the interview process by both administrators and teachers. Teachers additionally identified "student relations" as an important interview factor, with administrators identifying "interpersonal skills" as important. The only interviewing factor that administrators and

teachers significantly differed on was the importance of "ability to coach" with administrator giving it a mean rating of 2.951 and teachers the mean rating of "ability to coach" was 2.397. While both of these means are relatively low, the administrator mean was significantly higher than the teacher mean.

3. The most highly rated perceptions about screening, interviewing, and selection of teachers identified by teachers and administrators were "teacher involvement is valued by teachers," "teacher involvement promotes professionalism," and "teacher involvement in the interview process is important." Administrators also identified "administrators make final hiring decision" and "teacher involvement is valued by administrators" as important perceptions. Teachers additionally identified "teacher involvement promotes better selections" and "teacher involvement increases job satisfaction" as being important perceptions.

4. Teachers and administrators did differ very significantly in their ratings on six perceptions about the screening, interviewing, and selection process of teachers. Teacher-identified means for "importance of teacher involvement in screening," "importance of

teacher involvement in interviewing," "teacher involvement promotes better selection," "using teachers is tokenism," and "teachers have adequate training to screen and select teachers" were significantly higher than administrators identified means of these same perceptions. The administrator-identified mean for "teacher involvement is valued by administrators" was significantly higher than the teacher mean for this perception.

Discussion

The results of this study add to the limited amount of research regarding teacher involvement in the screening, interviewing, and selection of teachers. Caution in using the results of this study should be exercised as only 20 Iowa schools were utilized in the study. These schools were identified through a survey of approximately 55 schools in north-central Iowa. Of these 55 schools, 27 superintendents identified their schools as utilizing teachers in the screening, interviewing, and selection process. These 27 schools comprised the survey group. The study results also rely entirely on the perception of administrators and

teachers from these schools and how accurately they completed the survey instrument.

This study was designed to gather data on a number of topics. Specifically, (a) important factors in screening teacher applicants, (b) important factors in the interviewing of teacher applicants, and (c) differences in administrator and teacher perceptions about the importance of teacher involvement in the entire process. Each of these three areas will be reviewed below.

Important Factors in Screening Applicants

This study identified five specific factors which teachers and administrators agreed were important in the screening process. "Commitment to work," "letters from principals," "phone checks of references," "correctness of application," and "content of resume" were identified as the most important screening factors.

This data is in agreement with Dunn and Dunn (1977) who suggest the use of phone checks and other background checks is an effective method in verifying information on applicants.

Important Factors in the Interviewing of Teachers

This study identified "enthusiasm," "use of oral English," "honesty of response," and "friendliness" as important factors to evaluate during the interview process.

These factors were not shown by the researcher's review of the literature to be highly ranked. Goldstein (1986) states that interviews should be structured with questions pertaining to specific content knowledge of what should be taught.

Jensen (1987) and Wise et al. (1987) point out that interviewers should be individuals who can suppress personal bias, use district interview criteria, are alert to cues, and have the ability to make fine distinctions and perceive accurately all information. These skills are especially important for interviewers to possess in light of the important factors identified by this study. Personal bias could easily influence decisions in regard to enthusiasm, honesty, and friendliness.

Administrator and Teacher Perceptions

This study suggests that while administrators and teachers highly value teacher involvement in the

screening, interviewing, and selection process, teachers rate their involvement much more highly than administrators do.

Teachers agree with Ingwerson (1990) and Maguire (1983) that teacher involvement increases professionalism and that shared decision making results in better decisions.

Additionally, data on administrator and teacher perceptions from this study support research by Jensen (1987) and Wise et al. (1987) who identified the use of teams in the interview enhanced the chance of selecting the right applicant.

Administrators, however, very strongly believe that they should have the final say in the hiring process. The study indicates that administrators value and believe that teacher involvement in the screening, interviewing, and selection process is important, but they believe that the final decision to hire is ultimately the administrators'.

Recommendations

This study identifies important factors in the screening, interviewing, and selection of teachers. Additionally, important perceptual differences between

administrators and teachers are identified. Specific recommendations are provided below.

1. School districts should continue to utilize and increase teacher involvement in the screening, interviewing, and selection process. The data from this study show that both administrators and teachers believe that teacher involvement is important. Additionally, both groups stated that teacher involvement was valued.

2. Additional research should be done to determine if teacher classroom success is enhanced when teachers are utilized in the screening, interviewing, and selection process. Little research is available to indicate that better teachers are hired when teachers are involved in the process. The perceptions on which this study gathered data indicated that teachers and administrators believe that the process is improved through the use of teachers, but these are perceptions at best and hard data on teacher classroom performance is needed to either confirm or reject these perceptions. A longitudinal study should be done to determine if teachers selected through a team process are more effective over time than teachers selected solely by administrators.

3. Research should be done to determine if teachers have adequate training to screen, interview, and select teachers. This study found a significant difference between the administrators' and teachers' perceptions on the adequacy of teacher training. Administrators gave teacher training a mean rating of 2.732 while teachers gave teacher training a mean rating of 3.42. The significance of the difference of means was .002. This difference indicates research should be done to determine if teachers have adequate training to effectively screen, interview, and select fellow teachers.

4. Research should be done to determine how widespread teacher involvement in the screening, interviewing, and selection process is in Iowa. In the preliminary research done in this study to develop a list of schools to utilize in this study it was found that 27 of 55 schools in north-central Iowa were utilizing teachers in the process. Data received from the 20 schools that returned completed surveys indicated that both teachers and administrators from those districts believed that the level of teacher involvement was adequate. However, no data was

gathered from schools which did not involve teachers in the screening, interviewing, and selection process.

Summary

This study looked at administrator and teacher perceptions about the importance of the involvement of teachers in the screening, interviewing, and selection process. The analysis of the data indicates that both administrators and teachers believe that teacher involvement in the process is important.

As stated in the above recommendations though, additional research needs to be completed to determine the effectiveness of teachers selected by teacher involvement in the process, the adequacy of teacher training to be involved in this decision making process, and the degree to which teacher involvement is utilized throughout the state of Iowa.

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Appendix A

TELEPHONE RECOMMENDATION SCREENING FORM*

Applicant's Name: _____

Position Applied For: _____

Recommendation

From: _____ Tele. # _____

Supervisor's Position: _____

Rank each area on a scale of 1 (low) to 5 (high) in terms qualification.

	RATING	COMMENTS
Planning and organization	_____	_____
Curriculum knowledge	_____	_____
Verbal and nonverbal communications	_____	_____
Classroom motivation	_____	_____
Major strengths	_____	_____
Major weaknesses	_____	_____
Relations with others	_____	_____
Classroom management	_____	_____
General recommendation	_____	_____
Average Rating	_____	

Other Comments:

*Source: H. P. Prior (1990). Teacher screening form for administrative use. An unpublished manuscript. Algona, IA: Algona Community Schools.

Appendix B

INITIAL APPLICATION SCREENING FORM*

Rank each applicant's materials on a scale of 1 (low) to 5 (high) in terms of each of the stated qualifications.

- _____ 1. A well written letter of application which clearly states areas of strength and experience.
- _____ 2. Evidence of teaching experience at the appropriate grade level.
- _____ 3. Appropriate certification and approvals are complete for each assignment area.
- _____ 4. A stated background in effective teaching strategies.
- _____ 5. Quality of narrative response on district application.
- _____ 6. Strength of written recommendation from previous and current supervisors.
- _____ 7. Well organized, and concise resume with references.
- _____ 8. Appropriate level of knowledge of content as evidenced by transcripts and grades.
- _____ 9. Other: _____

AVERAGE RATING _____

COMMENTS:

* Source: Jinks, 1985, 25.

Appendix C
INTERVIEW DATA SCREENING FORM*

Date of
Inter-
view

Applicant's Name: _____ Phone _____

Applying for: _____ Interviewers: _____

Rank each area on a scale of 1 (low) to 5 (high) in terms of applicant qualifications.

	RATING	COMMENTS
Curriculum skills	_____	_____
Discipline techniques	_____	_____
Student relations	_____	_____
Friendliness/Humor	_____	_____
Enthusiasm/Attitude	_____	_____
Maturity/Judgement	_____	_____
Philosophy	_____	_____
Communication skills	_____	_____
Strengths	_____	_____
Weaknesses	_____	_____
Appearance	_____	_____
Writing sample	_____	_____
Average rating	_____	

Other comments:

* Source: Jinks, 1985, 24.

Appendix D

LETTER TO ADMINISTRATORS

Dear

I am writing to request your assistance in gathering information about the screening and interviewing practices of selected Iowa schools.

I would ask that you fill out the attached survey on screening and interviewing practices when hiring teachers in your district. Your district was selected due to the fact that you utilize teacher involvement in your teacher selection process. Your response is important if an accurate analysis of current practices is to be completed. The survey should take approximately 15 minutes to complete.

Additionally, I would ask that you have three to five teachers and one additional administrator who have participated in the selection process fill out the enclosed surveys. Please have their completed surveys returned to you in the enclosed envelopes so that you may mail all surveys in the large enclosed envelope.

All responses will be completely confidential.

Thank you for your prompt response to this request.

Sincerely,

Bruce C. Amendt
Curriculum Coordinator/Elem. Prin.

Appendix E
LETTER TO TEACHERS

Dear Teacher/Administrator:

The attached survey is designed to gather data on the screening and interviewing practices of selected Iowa school districts. Your district and you have been chosen by your known involvement in the screening and interviewing process.

I would ask that you fill out the attached survey about teacher involvement in the screening and interviewing process. When you have completed the survey please place it in the attached envelope and return the sealed envelope to your building administrator. The administrator will complete his/her survey and return all completed surveys to me.

All responses will be kept strictly confidential. NO individual data will be released.

Thank you for your prompt response to this request.

Sincerely,

Bruce C. Amendt
Curriculum Coordinator/Elem. Principal

Appendix F

TEACHER SELECTION SURVEY

Basic Data

Please circle the appropriate response.

* Total district enrollment is:

A. Under 200 B. 201-500 C. 501-1000 D. 1001 *

* Teacher or administrator level of respondent:

A. Elem.	B. Sec.	C. Superintendent	D. Teacher
Principal or	Principal or	or other	[] K-3
Asst. Prin.	Asst. Prin.	Central office	[] 4-6
		staff	[] 7-12

* Years of teaching and/or administrative experience:

A. 0-3 B. 4-7 C. 8-11 D. 12-15 E. 16 +

* Sex:

A. Male B. Female

* The number of times you have worked with administrators and teachers to select teachers in the last three years:

A. 1 B. 2 C. 3 D. 4 E. 5 +

* The grade level which you selected a teacher for:

A. K-3 B. 4-6 C. 7-12

* The average number of applications received for a full-time teacher opening is:

A. 0-50 B. 51-100 C. 101-150 D. 151-200 E. 200 +

* The average number of applicants interviewed is:

A. 1-2 B. 3-4 C. 5-6 D. 7+

* The average length of a teacher interview is:

A. 0-30 mins. B. 31-60 mins. C. 61-90 mins. D. 91 + mins.

Please rate (circle) each of the following for their importance in your district's teacher applicant screening process.

1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree.

A. When <u>screening</u> applicants for a possible interview the following is important.	strongly disagree			strongly agree	
	1	2	3	4	5
1. Letters from principals	1	2	3	4	5
2. Letters from cooperating teachers	1	2	3	4	5
3. Letters from college student-teacher supervisors	1	2	3	4	5
4. Letters from college professors	1	2	3	4	5
5. Letters from fellow teachers.	1	2	3	4	5
6. Letters from ministers	1	2	3	4	5
7. Letters from noneducational employers	1	2	3	4	5
8. Phone checks of references	1	2	3	4	5
9. Unsolicited phone recommendations	1	2	3	4	5
10. All graduate course work and grades	1	2	3	4	5
11. All undergraduate course work and grades	1	2	3	4	5
12. Grades received in education courses only	1	2	3	4	5
13. Student teaching grade	1	2	3	4	5
14. Grades during the last two years of undergraduate or graduate course work	1	2	3	4	5
15. The content of application letter	1	2	3	4	5
16. The correctness of writing in the application letter	1	2	3	4	5
17. The content of the resume	1	2	3	4	5
18. Narrative responses on the district application form	1	2	3	4	5
19. Ability to coach	1	2	3	4	5
20. Ability to supervise extracurriculars	1	2	3	4	5
21. Previous teaching experience.	1	2	3	4	5
22. Substitute teaching experience	1	2	3	4	5
23. Honors and awards	1	2	3	4	5

	strongly disagree			strongly agree	
24. Participation in professional development activities	1	2	3	4	5
25. Service on committees	1	2	3	4	5
26. Commitment to work	1	2	3	4	5
27. Participation in community organizations	1	2	3	4	5
28. Others (please list) _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

B. When interviewing applicants
for a teaching position the
following are important.

1. Personal appearance	1	2	3	4	5
2. Use of oral English	1	2	3	4	5
3. Interpersonal skills	1	2	3	4	5
4. Curriculum content knowledge . .	1	2	3	4	5
5. Knowledge of a specific program	1	2	3	4	5
a. Canter's Discipline	1	2	3	4	5
b. Hunter's Lesson Design . . .	1	2	3	4	5
c. Effective Schools Research .	1	2	3	4	5
d. Cooperative Learning	1	2	3	4	5
e. Whole Language	1	2	3	4	5
f. Developmentally Appropriate Program	1	2	3	4	5
g. Outcome-Based-Education . .	1	2	3	4	5
h. Others (Please list) _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
6. Discipline techniques	1	2	3	4	5
7. Student relations	1	2	3	4	5
8. Individual's philosophy of education	1	2	3	4	5
9. Professional maturity	1	2	3	4	5
10. Enthusiasm	1	2	3	4	5
11. Friendliness	1	2	3	4	5
12. Ability to coach	1	2	3	4	5
13. Ability to supervise extracurriculars	1	2	3	4	5
14. Honesty of responses	1	2	3	4	5

C. When considering your perceptions about the overall teacher screening and interviewing process the following are important.

	strongly disagree				strongly agree			
1. Teacher involvement in screening applicants for an interview	1	2	3	4	5			
2. Teacher involvement in interviewing	1	2	3	4	5			
3. Teacher involvement in making phone checks of references . .	1	2	3	4	5			
4. Teacher involvement promotes better teacher selections . . .	1	2	3	4	5			
5. Teacher involvement increases teacher job satisfaction . . .	1	2	3	4	5			
6. Teacher involvement in selection promotes professionalism	1	2	3	4	5			
7. Teacher involvement is valued by administrators . . .	1	2	3	4	5			
8. Teacher involvement is valued by teachers	1	2	3	4	5			
9. Teachers ask the same number of questions as administrators during interviews	1	2	3	4	5			
10. At times, it is difficult to discern who is the teacher or an administrator during the interview	1	2	3	4	5			
11. Teachers should interview candidates <u>without</u> administrators present	1	2	3	4	5			
12. Teachers should interview candidates <u>with</u> administrators present	1	2	3	4	5			
13. Using teachers in the selection process is just tokenism	1	2	3	4	5			
14. Teachers' final recommendation for the selection of teachers to be hired	1	2	3	4	5			
15. Administrators' final recommendation for the selection of teachers to be hired . . .	1	2	3	4	5			

	strongly disagree			strongly agree		
16. Administrators consider the opinions of teachers equally with administrators when making the final selection decisions	1	2	3	4	5	
17. Teachers have adequate training to screen & select teachers	1	2	3	4	5	
18. The current level of teacher participation in the screening and interviewing process in my district is adequate	1	2	3	4	5	

D. Please comment on any aspects of teacher involvement in the selection process in your district that may be helpful in understanding teacher involvement in this process.

Thank you for your response!

Appendix G

SCREENING FACTORS BY STANDARD SCORE

Table G-1

Administrators Rating of Important Factors in Screening
Teacher Applicants

Factor description	Standard Score
Commitment to work	188
Letters from principals	186
Phone checks of references	186
Correctness of writing in application letter	182
Content of resume	168
Letters of reference from cooperating teacher	168
Content of application letter	167
Previous teaching experience	162
Student teaching grade	155
Letter from student teacher supervisor	148
Participation in professional development	148
Grades in last two years of college work	143
All undergraduate course work and grades	142
Service on committees	142
Graduate course work and grades	140
Participation in community organizations	136
Narrative response on application form	134
Ability to supervise extracurriculars	131
Honors and awards	129
Unsolicited phone recommendations	129
Grades in education courses only	126
Substitute teacher experience	126
Letters from fellow teachers	123
Ability to coach	121
Letters from college professors	121
Letters from noneducational employers	109
Letters from ministers	90

Table G-2

Teacher Ratings of Important Factors in Screening
Teacher Applicants

Factor description	Standard Score
Commitment to work	259
Letters from principals	248
Correctness of writing in application letter	248
Content of resume	246
Phone reference checks	236
Previous teaching experience	234
Content of application letter	228
Letters from cooperating teachers	225
Student teaching grade	222
Narrative response on application form	219
Letter from student teacher supervisor	212
Participation in professional development	207
All graduate course work and grades	201
Service on committees	191
Participation in community organizations	191
Grades in last two years of college work	190
Substitute teaching experience	188
All undergraduate course work and grades	188
Letters from fellow teachers	188
Letters from college professors	178
Honors and awards	174
Grades in education course work	163
Letters from noneducational employers	160
Unsolicited phone recommendations	159
Ability to supervise extracurriculars	146
Letters from ministers	140
Ability to coach	137

Appendix H
INTERVIEW FACTORS BY STANDARD SCORE

Table H-1

Administrators Rating of Important Factors in
Interviewing Teacher Applicants

Factor description	Standard score
Enthusiasm	194
Interpersonal skills	192
Use of oral English	188
Honesty of response	188
Friendliness	185
Student relations	179
Personal appearance	179
Professional maturity	173
Discipline technique	172
Curriculum content knowledge	167
Individual philosophy of education	165
Knowledge of cooperative learning	146
Knowledge of developmentally appropriate learning	142
Knowledge of whole language	140
Knowledge of Hunter's lesson design	137
Knowledge of outcome-based-education	134
Knowledge of effective schools research	134
Ability to supervise extracurricular activities	123
Ability to coach	121
Knowledge of Canter's discipline	110
Knowledge of a specific program	103
Knowledge of T.E.S.A. (added by 1 respondent)	5

Table H-2

Teacher Ratings of Important Factors in Interviewing
Teacher Applicants

Factor description	Standard score
Honesty of response	282
Enthusiasm	277
Use of oral English	269
Friendliness	269
Student relations	264
Interpersonal skills	262
Professional maturity	261
Personal appearance	255
Curriculum content knowledge	248
Discipline technique	244
Individual philosophy of education	239
Knowledge of Hunter's lesson design	180
Knowledge of cooperative learning	180
Knowledge of developmentally appropriate program	179
Knowledge of outcome-based-education	178
Knowledge of a specific program	174
Knowledge of whole language	171
Knowledge of effective schools research	170
Knowledge of Canter's discipline	166
Ability to supervise extracurricular activities	152
Ability to coach	139
Reason for job change (added by 1 respondent)	5
Specific certification (added by 1 respondent)	5
Knowledge of assessment (added by 1 respondent)	5

Appendix I
IMPORTANT PROCESS PERCEPTIONS

Table I-1

Administrators Ratings of Important Perception about
the Teacher Screening, Interviewing, and Selection
Process

Perception description	Standard score
Administrators make final hiring decision	173
Teacher involvement is valued by teachers	168
Teacher involvement is valued by administrators	167
Teacher involvement promotes professionalism	167
Teacher involvement in the interview is important	158
Teacher involvement promotes better selections	154
Teacher involvement increases teacher satisfaction	154
Administrators consider teacher opinions equally	148
Teacher involvement in screening is important	134
Teachers should interview applicants without administrators	130
Current level of teacher involvement is adequate	128
Teachers final recommendation for hiring is important	122
Teachers should interview applicants with administrators	121
Teachers have adequate training to screen, interview, and select teacher applicants	112
Teachers ask the same number of questions as administrators	108
Teacher involvement in phone checks is important	105
It is difficult to tell teachers from administrators in the interview	102
Using teachers is tokenism	73

Table I-2

Teacher Ratings of Important Perception about the
Teacher Screening, Interviewing, and Selection Process

Perception description	Standard score
Teacher involvement promotes better selection	254
Teacher involvement in interviewing is important	249
Teacher involvement promotes professionalism	248
Teacher involvement is valued by teachers	247
Teacher involvement increases teacher job satisfaction	241
Teacher involvement in screening is important	224
Administrators make final hiring decisions	218
Teacher involvement is valued by administrators	206
Administrators consider teacher opinions equally	199
Teachers should interview applicants without administrators	197
Teachers have adequate training to screen, interview, and select teacher applicants	195
Teacher final recommendation for hiring important	183
Current level of teacher involvement is adequate	173
Teachers ask same number of questions as administrators	171
Teachers should interview applicants with administrators	163
Teacher involvement in phone checks is important	151
It is difficult to tell teachers from administrators in the interview	143
Using teachers is tokenism	136

Appendix J

AVERAGE RATINGS FOR SCREENING AND INTERVIEWING

Table J-1

Administrators Average Ratings and Standard Deviations
of Important Factors in Screening Teacher Applicants

Factor description	Mean	Rank	SD
Commitment to work	4.585	1	.591
Letters from principals	4.537	2	.809
Phone checks of references	4.537	2	.596
Correctness in writing application letter	4.439	4	.673
Content of resume	4.098	5	.8
Letters from cooperating teachers	4.098	5	.917
Content of application letter	4.073	7	.818
Previous teaching experience	3.951	8	.773
Student teaching grade	3.875	9	.723
Narrative response on application	3.622	10	.982
Letter from student-teacher supervisor	3.61	11	1.093
Participation in professional development	3.61	11	.666
All graduate course work and grades	3.5	13	.816
Grades during last two years of college	3.488	14	.81
All undergraduate course work and grades	3.463	15	.869
Service on committees	3.463	15	.596
Participation in community organizations	3.366	17	.623
Ability to supervise extracurriculars	3.195	18	.843
Unsolicited phone recommendations	3.146	19	.937
Honors and awards	3.146	19	.654
Grades received in education course only	3.073	21	.932
Substitute teaching experience	3.073	21	.755
Letters from fellow teachers	3.0	23	1.025
Letters from college professors	2.951	24	.865
Ability to coach	2.951	24	.865
Letters from noneducational employers	2.659	26	.911
Letters from ministers	2.195	27	.928

Table J-2

Teacher Average Ratings and Standard Deviations of
Important Factors in Screening Teacher Applicants

Factor description	Mean	Rank	SD
Commitment to work	4.625	1	.59
Content of resume	4.473	2	.573
Correctness in writing application letter	4.429	3	.735
Letters from principals	4.351	4	.813
Content of application letter	4.222	5	.793
Phone checks of references	4.214	6	.929
Previous teaching experience	4.179	7	.834
Student teaching grades	4.036	8	.693
Letters from cooperating teachers	3.947	9	.953
Narrative response on application	3.842	10	1.031
Letter from student-teacher supervisor	3.719	11	.94
Participation in professional development	3.696	12	.761
All graduate course work and grades	3.526	13	.928
Letters from fellow teachers	3.418	14	.937
Service on committee	3.411	15	.757
Participation in community organizations	3.411	15	.91
Grades during last two years of college	3.393	17	.846
All undergraduate course work and grades	3.357	18	.862
Substitute teaching experience	3.357	18	.819
Letters from college professors	3.179	20	1.029
Honors and awards	3.164	21	.811
Grades received in education course only	2.964	22	.999
Letters from noneducational employers	2.857	23	1.086
Unsolicited phone recommendations	2.789	24	1.191
Ability to supervise extracurriculars	2.655	25	1.092
Letters from ministers	2.5	26	.934
Ability to coach	2.491	27	1.245

Table J-3

Administrator Average Ratings and Standard Deviations
of Important Factors in Interviewing Teacher Applicants

Factor description	Mean	Rank	SD
Enthusiasm	4.732	1	.449
Honesty of response	4.7	2	.464
Interpersonal skills	4.683	3	.471
Use of oral English	4.585	4	.547
Friendliness	4.512	5	.637
Student relations	4.475	6	.599
Personal appearance	4.366	7	.581
Professional maturity	4.325	8	.656
Discipline technique	4.195	9	.558
Curriculum content knowledge	4.175	10	.636
Individual's philosophy of education	4.024	11	.79
Knowledge of a specific program	3.714	12	.897
Knowledge of cooperative learning	3.65	13	.77
Knowledge of whole language	3.59	14	.751
Knowledge of developmentally appropriate programs	3.55	15	.749
Knowledge of effective school research	3.526	16	.762
Knowledge of outcome-based-education	3.436	17	.788
Knowledge of Hunter's lesson design	3.425	18	.844
Ability to supervise extracurriculars	3.0	19	.866
Ability to coach	2.951	20	.947
Knowledge of Canter's Discipline	2.821	21	.914

Table J-4

Teacher Average Ratings and Standard Deviations of
Important Factors in Interviewing Teacher Applicants

Factor description	Mean	Rank	SD
Enthusiasm	4.776	1	.46
Interpersonal skills	4.679	2	.508
Use of oral English	4.638	3	.583
Friendliness	4.638	3	.52
Honesty of response	4.623	5	.61
Student relations	4.552	6	.597
Professional maturity	4.5	7	.6
Personal appearance	4.397	8	.674
Curriculum content knowledge	4.351	9	.641
Discipline technique	4.207	10	.642
Individual's philosophy of education	4.051	11	.818
Knowledge of a specific program	3.783	12	1.009
Knowledge of cooperative learning	3.396	13	.906
Knowledge of developmentally appropriate programs	3.377	14	.86
Knowledge of outcome-based-education	3.358	15	.834
Knowledge of whole language	3.288	16	.957
Knowledge of Hunter's lesson design	3.273	17	1.008
Knowledge of effective school research	3.208	18	.906
Knowledge of Canter's Discipline	2.964	19	.972
Ability to supervise extracurriculars	2.667	20	1.185
Ability to coach	2.397	21	1.213